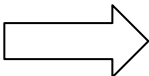


## Programme of Inquiry Learning

### School Theme for 2009: “Citizenship Is Everyone’s Business!”

Level	Who we are	How we organise ourselves	Sharing the planet	Where we are in time and place	How we express ourselves	How the world works
<p><i>Teachers think and work at this level to help children make connections to big ideas that are worth making an integral part of our lives.</i></p> 	<p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i></p>	<p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.</i></p>	<p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p>	<p><i>An inquiry into our orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><i>An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i></p>	<p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.</i></p>
<b>Kowhai Syndicate</b> <b>Years 0-2/3</b>	<p><b>Unit Topic</b> Getting along together</p> <p><b>Curriculum focus</b> Health &amp; PE</p> <p><b>Key idea</b> Getting along with others enables us to have a happy &amp; safe classroom</p> <p><b>Key competencies</b> Relating to others Managing self Participating &amp; contributing</p> <p><b>Rich Task</b> Suggest solutions to conflict situations to create a safe environment</p>	<p><b>Unit Topic</b> How we organise ourselves</p> <p><b>Curriculum focus</b> Social Sciences – belonging to a group is important</p> <p><b>Key idea</b> We all have responsibilities and duties within our school community</p> <p><b>Key competencies</b> Relating to others Managing self Participating &amp; contributing</p> <p><b>Rich Task</b> Create a class book showing the responsibilities and duties of different people within our school</p>	<p><b>Unit Topic</b> 10 Ways to save the planet</p> <p><b>Curriculum focus</b> Science – Planet earth &amp; beyond – interacting systems Describe how natural features are changed &amp; resources affected by natural events and human actions</p> <p><b>Key idea</b> We can make changes to care for the earth’s resources</p> <p><b>Key competencies</b> Using language, symbols &amp; text Thinking Participating &amp; contributing</p> <p><b>Rich Task</b> Present 10 ways to save the planet in the form of a digital story</p>	<p><b>Unit Topic</b> Rights for everyone</p> <p><b>Curriculum focus</b> Health &amp; PE – healthy communities &amp; environments</p> <p><b>Key idea</b> Disabled people should have the same opportunities as everyone else</p> <p><b>Key competencies</b> Using language, symbols &amp; text Thinking Participating &amp; contributing Relating to others Managing self</p> <p><b>Rich Task</b> Identify facilities for disabled people at Nelson Central School and suggest possible changes</p>	<p><b>Unit Topic</b> Express ourselves</p> <p><b>Curriculum focus</b> English – speaking, writing, presenting Processes &amp; strategies</p> <p><b>Key idea</b> We can identify and express our ideas &amp; opinions in many different ways</p> <p><b>Key competencies</b> Using language, symbols &amp; text Thinking Participating &amp; contributing Relating to others Managing self</p> <p><b>Rich Task</b> Expressing our ideas about Nelson Central School</p>	<p><b>Unit Topic:</b> A clean stream</p> <p><b>Curriculum focus:</b> Science – Living world – life processes</p> <p><b>Key idea:</b> We can use the Sciences to help us protect and improve our environment</p> <p>Living things have certain requirements in order to grow &amp; stay healthy</p> <p><b>Key competencies</b> Using language, symbols &amp; text Thinking Participating &amp; contributing Relating to others Managing self</p> <p><b>Rich Task</b> Create a model to demonstrate the differences between a clean, natural stream &amp; a stream that has</p>

	<p><b>Lines of inquiry</b>            What I like in a friend            We all need good friends            A good friend is ...</p>	<p>community</p> <p><b>Lines of inquiry</b>            People in our school have different responsibilities            We have responsibilities within our school and within our classroom            Problem solving strategies in the playground</p>	<p><b>Lines of inquiry</b>            Choices we can make to care for the earth's resources            How we can care for the earth's resources            Personal choices we can make to care for the earth's resources            Earth's resources are limited</p>	<p><b>Lines of inquiry</b>            There are different types of disabilities            All people have rights, including disabled people            Disabled people sometimes need the environment adapted            Nelson Central is a disabled friendly school</p>	<p><b>Lines of inquiry</b>            There are different ways to express ourselves            We require certain skills to work in a group            It is important to promote our school            What visitors to our school look for</p>	<p>been affected by external influences</p> <p><b>Lines of inquiry</b>            * Stream animals have needs.            * Environments have characteristics that either help or hinder the animals that live in them. (cold, clear, flowing)            * We can use data to learn about and improve animal environments</p>
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<p><b>Kahikatea Syndicate Years 3-4</b></p>	<p><b>Unit Topic</b> <b>Who We Are Rights, Respect and Responsibilities</b> <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i></p> <p><b>Curriculum focus</b> Social Sciences, Health</p> <p><b>Key idea</b> Our lives are enhanced by actively respecting everyone's rights and accepting our own responsibilities</p> <p><b>Key competencies</b> Using language, symbols and text Thinking, participating and contributing Relating to others Managing Self</p> <p><b>Rich Task</b> Create a presentation that reflects an understanding of Right and Responsibilities from the class charter and show how these are related to UNCROC ( child friendly version)</p> <p><b>Lines of inquiry</b> Human Rights and Responsibility reflect needs not wants</p>	<p><b>Unit Topic</b> <b>How We Organise Ourselves – Getting along</b> <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.</i></p> <p><b>Curriculum focus</b> Health Social Sciences</p> <p><b>Key idea</b> We build systems in order to achieve harmonious environments.</p> <p><b>Key competencies</b> Relating to Others Managing Self Thinking Participating and Contributing Using language, symbols and text</p> <p><b>Rich Task</b> Make a presentation that shows your understanding of conflict resolution systems and their importance in achieving a harmonious environment.</p> <p><b>Lines of inquiry</b> What is conflict? How does conflict come about?</p>	<p><b>Unit Topic</b> <b>Sharing the planet</b> <i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p><b>Curriculum focus</b> Science Social Sciences</p> <p><b>Key idea</b> Humans impact on their environment. Living things have requirements in order to thrive.</p> <p><b>Key competencies</b> Relating to Others Managing Self Thinking Participating and Contributing Using language, symbols and text</p> <p><b>Rich Task</b> Select a 'living thing' and design a habitat in which it could thrive.</p> <p><b>Lines of inquiry</b> Provocation: There is nobody to look after the kiwi</p>	<p><b>Unit Topic</b> <b>Children's Rights</b> <i>An inquiry into our orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p> <p><b>Curriculum focus</b> Health and PE – healthy communities and environments</p> <p><b>Key idea</b> We can identify and apply our knowledge of children's rights to NCS</p> <p><b>Key competencies</b> Thinking Participating and contributing Using Language, symbols and text Relating to others Managing Self</p> <p><b>Rich Task</b> Compare how children's rights are observed at Nelson Central School with those at another school in a different time or place Show how we can build on the current situation</p> <p><b>Lines of inquiry</b> How are children's rights recognised at Nelson Central School?</p>	<p><b>Unit Topic</b> <b>How we express ourselves</b> <i>An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i></p> <p><b>Curriculum focus</b> The Arts – Visual, Performing Literacy – Oral Language</p> <p><b>Key idea</b> People express ideas and opinions in many different ways</p> <p><b>Key competencies</b> Thinking Participating and Contributing Using language, symbols, and text Managing Self Relating to Others</p> <p><b>Rich Task</b> Perform/Present an item which expresses an idea or opinion</p> <p><b>Lines of inquiry</b> Provocation 1) You are not allowed to express your ideas or opinions 2) There is only one way to</p>	<p><b>Unit Topic</b> <b>- How the World Works A Clean Stream</b> <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific principles; the impact and scientific and technological advances on society and the environment</i></p> <p><b>Curriculum focus</b> Biological Science</p> <p><b>Key idea</b> We can use the Sciences to help us protect and improve our environment</p> <p><b>Key competencies</b> Using language, symbols and text Thinking, participating and contributing Relating to others Managing self</p> <p><b>Rich Task</b> Stream animals have needs Environments have characteristics that either help or hinder the animals that live in them. (cold, clear, flowing) We can use data to learn about and improve animal environments</p> <p><b>Lines of inquiry</b> Stream animals have needs Environments have characteristics that either help or hinder the animals</p>
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	<p>We all have rights and related responsibilities in all situations in our lives  What is the relationship between rights and responsibilities?  What rights identified in UNCROC are relevant to our classrooms</p>	<p>How do people respond to conflict?  What is the mediation system?  Student Council: How can we improve it?    What is its purpose, structure, processes?</p>	<p>Structures and systems are available to protect our environment  Species adapt to enable survival  Seven servants eg, How do human beings impact on their environment?</p>	<p>Not all children have equal rights.  How does our observation of rights at NCS compare with children's rights in other school environments?</p>	<p>express ourselves.  Investigate ways in which people express themselves and their ideas.  Ideas and opinions may be expressed in positive and negative ways.</p>	<p>that live in them. (cold, clear, flowing)  We can use data to learn about and improve animal environments.</p>
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<p><b>Totara Syndicate Years 5 &amp; 6</b></p>	<p><b>Unit Topic</b> Creating a Cool Community</p> <p><b>Curriculum Focus</b> Health &amp; PE Social Studies</p> <p><b>Key Idea</b> We are all members of communities and within our communities we all have rights and responsibilities.</p> <p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Managing Self</li> <li>• Relating to Others</li> <li>• Participating &amp; Contributing</li> </ul> <p><b>Rich Task</b> In groups you will be responsible for contributing to and helping to organise an event that celebrates our class &amp; syndicate communities and promotes our rights and responsibilities within these communities.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Rights &amp; responsibilities are important.</li> <li>• We are all members of communities, human &amp; other.</li> <li>• Human rights &amp; responsibilities have changed over time.</li> <li>• Our school is a rights respecting school.</li> </ul>	<p><b>Unit Topic</b> It's Our Voice</p> <p><b>Curriculum Focus</b> Social Studies English</p> <p><b>Key Idea</b> As a member of a community we all have the right to be involved in the decision making process.</p> <p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using Language Symbols &amp; Texts</li> <li>• Participating &amp; Contributing</li> </ul> <p><b>Rich Task</b> As a group create a proposal for how our student council should be structured and elected so that it represents all children at NCS. From the proposals presented the children at NCS will be involved in a democratic process to decide on our new student council structure and election process.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The Student Council should represent all children at NCS.</li> <li>• The International Bill of Human Rights has influenced and changed how communities work.</li> <li>• Organisations are structured in different ways.</li> <li>• Children have the right to have their opinions heard.</li> <li>• Communities need people to make decisions.</li> </ul>	<p><b>Unit Topic</b> Waste Not, Want Not</p> <p><b>Curriculum Focus</b> Science Social Studies</p> <p><b>Key Idea</b> The World has finite resources that we all need to share.</p> <p><b>Key Competencies</b> Thinking Using Language, Symbols &amp; Texts Relating to Others</p> <p><b>Rich Task</b> In groups, using the investigative process, explore what we can do to improve how we manage and/or use resources and take action to improve to what we do.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Water is a finite resource and we need to take care of it.</li> <li>• Our planet is a fragile place.</li> <li>• Nature needs balance.</li> <li>• People have a responsibility to share the World's resources.</li> <li>• Many people in the World don't have their human rights fulfilled.</li> <li>• What we do today affects the future.</li> </ul>	<p><b>Unit Topic</b> It's Not an Even Playing Field</p> <p><b>Curriculum Focus</b> Social Studies English</p> <p><b>Key Idea</b> Not everyone in the World has their human rights respected.</p> <p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Relating to others</li> <li>• Participating and contributing</li> <li>• Using language, symbols &amp; texts</li> </ul> <p><b>Rich Task</b> Choose a group whose rights are not being respected and plan and organise a fundraising event that will help them.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• We are all born free and equal in dignity and rights.</li> <li>• Over time there groups who have not had their Human Rights respected.</li> <li>• There are places in the World today where people's Human Rights are not respected.</li> <li>• All people deserve to have their Human Rights respected.</li> </ul>	<p><b>Unit Topic</b> Speak Up, Speak Out</p> <p><b>Curriculum Focus</b> Arts Technology English</p> <p><b>Key Idea</b> People and communities express themselves in a variety of different ways.</p> <p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using language symbols and text</li> <li>• Participating and contributing</li> <li>• Relating to others</li> </ul> <p><b>Rich Task</b> As group use the masked parade to promote Human Rights through the masked parade theme.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Events are celebrated in different ways.</li> <li>• People have a right to express themselves and a responsibility to respect others' rights.</li> <li>• There are many ways we can express ourselves.</li> <li>• Cultures express themselves in different ways.</li> </ul>	<p><b>Unit Topic</b> It's Our Place</p> <p><b>Curriculum Focus</b> Science Technology</p> <p><b>Key Idea</b> We are all responsible for caring for our local environment.</p> <p><b>Key Competencies</b></p> <ul style="list-style-type: none"> <li>• Using language, symbols &amp; texts</li> <li>• Thinking</li> <li>• Relating to others</li> </ul> <p><b>Rich Task</b> In groups organise a project that improves and/or cares for our local environment.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Students are responsible for making sure our school has sustainable practises.</li> <li>• We can be more environmentally friendly than we are now.</li> <li>• Our local environment can be better.</li> <li>• Science and technology has changed our local community</li> </ul>
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<p><b>Te Pouahi</b></p>	<p><b>Unit Topic</b> An inquiry into Who we are Who are we? Ko wai matou?</p> <p><b>Curriculum focus</b> Health and P.E: Relationships with other people- identifying ways of establishing and maintaining relationships</p> <p><b>Key idea</b> We can use our history to better understand who we are</p> <p><b>Key competencies</b> Thinking Relating to others</p> <p><b>Rich Task</b> Present a visual project that shows your understanding of how history has made us who we are</p> <p><b>Lines of inquiry</b> The Treaty of Waitangi has impacted on our whanau, our community and New Zealand. It has influenced our whakapapa and our identity. It has relevance today.</p>	<p><b>Unit Topic</b> An inquiry into how we organise ourselves. Revolving organisations, Te Kaupapa huri haere.</p> <p><b>Curriculum focus</b> Health and P.E (community resources- participate in events and talk about affect on the school, classroom, community).</p> <p><b>Key idea</b> We can use structures and hierarchy to make decisions and find our place in society.</p> <p><b>Key competencies</b> Managing self Participating and contributing</p> <p><b>Rich Task</b> Use information to explain what a system or structure is. Design a system or structure that results in fair decision making. (Kidspeak- look at how a marae, a class, a school, and a community works).</p> <p><b>Lines of inquiry</b> The marae is a focus of its community. The kaupapa of the marae is relevant to our school, our classroom and our community.</p>	<p><b>Unit Topic</b> An inquiry into Sharing the Planet  What's mine is yours Kia kotahi tatou (Sharing the planet and bringing it together)</p> <p><b>Curriculum focus</b> Social Sciences: Understand how groups make and influence laws.</p> <p><b>Key idea</b> We can use our knowledge, rights and responsibilities to resolve conflict.</p> <p><b>Key competencies</b> Relating to others Participating and contributing</p> <p><b>Rich Task</b> Redesign the mediation process using rights and responsibilities.  (Kidspeak- look at how problems are solved).</p> <p><b>Lines of inquiry</b> Inequality in resource sharing causes conflict.  Resources affect indigenous people.</p>	<p><b>Unit Topic</b> An inquiry into where are we in time and place? Are we there yet? Kei hea Matou?</p> <p><b>Curriculum focus</b> Health and PE: Identity, sensitivity and respect- identify ways in which people discriminate and how we can act responsibly to support them.</p> <p><b>Key idea</b> We will provide a safe zone for indigenous people to share who they are. (UNDoHRIP- articles 11 and 14)</p> <p><b>Key competencies</b> Using language, symbols and texts Participating and contributing</p> <p><b>Rich Task</b> Compare and contrast indigenous peoples' conflict in New Zealand and globally.  (Kidspeak- look at conflict in NZ and the World- what is the same and what is different)</p> <p><b>Lines of inquiry</b> Conflict plays a large role in the World  Conflict affects indigenous people in New Zealand  Conflict affects indigenous people in the World</p>	<p><b>Unit Topic</b> An inquiry into how the world works A Clock work world, He Ao haere pai.</p> <p><b>Curriculum focus</b> Science: Living World- recognising common life processes that all living things need, and explain how these can take place in different ways. Mathematics: conduct investigations using the statistical enquiry cycle.</p> <p><b>Key idea</b> We can use scientific processes to better understand how stream animals live.</p> <p><b>Key competencies</b> Thinking Participating and contributing Using language, symbols and text</p> <p><b>Rich Task</b> Using data that we have collected, design a system to improve stream life  (Kidspeak- look at what we know about stream life, how can we make it better)</p> <p><b>Lines of inquiry</b> Stream animals have needs Stream life can be sustainable</p>	<p><b>Unit Topic</b> An inquiry into How we express ourselves. Express yourself, e ta! Ne ra!</p> <p><b>Curriculum focus</b> Social studies: understand how cultural practices reflect and express people's customs, traditions and values Health: Identify personal qualities that contribute to a sense of self worth. These maintain and enhance relationships between individuals and groups.</p> <p><b>Key idea</b> We can use cultural practices to reflect and express who we are.</p> <p><b>Key competencies</b> Relating to others Participating and contributing Managing self Thinking</p> <p><b>Rich Task</b> Perform/ present an item which expresses an understanding of customs, traditions and values.  (Kidspeak- participate in the Kapahaka competition and Mask parade).</p> <p><b>Lines of inquiry</b> Culture reflects and extends creativity.  Culture showcases customs, traditions and values.</p>
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